

Leveraging Data to Guide Change Efforts in Inclusive and Equitable Teaching

■■■■■ A Pilot Assessment in Academic Departments

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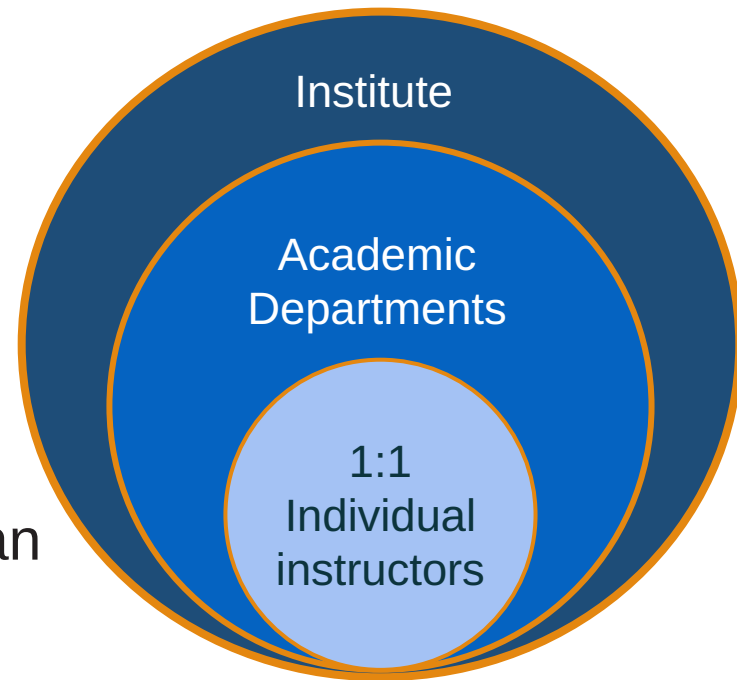


Overview of Presentation

1. **Rationale:** How and why we partnered with **academic departments**
2. **Methods:** Different sources of data to guide change efforts
 - a. Student survey
 - b. Subject syllabi
3. **Results:** Leveraging data to guide change efforts
4. **Lessons Learned | Q & A**

Academic Departments as the locus of change

- **Coherence** within departments
- **Institutional context (MIT)**
 - Decentralized structure
 - Align with DEI Strategic Action Plan



Methods: Overview

1. **Identified departments** for potential partnerships
 - a. Pilot: Partnered with 3 academic departments (2 engineering, 1 science)
2. **Preliminary discussions:** Planning and information gathering
3. **Collected data** via (a) student surveys and (b) course syllabi
4. **Analyzed data** and created department-specific **data reports**
5. **Shared results** with with departmental faculty / leadership teams

Methods: Student Survey

Sample: 302 undergraduate students majoring in one of three partner departments (38.2% response rate)

Measures

Social Indicator Scales

1. Caring and Engaging Instructors
2. Positive and Supportive Peer Interactions
3. Threats to Sense of Belonging

Academic Indicator Scales

1. Self-Efficacy for Learning/Achievement
2. Value of Class Content
3. Transparency of Policies/Practices
4. Flexibility of Policies/Practices

Methods: Syllabus Analysis

Sample: 16 syllabi from focal courses in one of three partner departments

Measures: Indicators* of Inclusive & Equitable Teaching (23 criteria in total)

- Transparency
- Structure(d) Interactions
- Academic Belonging
- Critical Engagement with Difference
- Organization & Accessibility

*Principles based on [principles of equity-focused teaching developed by the Center for Research on Learning & Teaching at University of Michigan](#)

Syllabus Analysis: **Transparency Criterion** *(9 in total)*

Description of assessments

Clearly describes what students will do to complete all major assessments in detail

Purpose of learning activities & assessments

Clearly describes the purpose of learning activities and major assessments with explicit reference to gained skills and/or connections within the subject

Description of what successful learning looks like

Clearly describes actionable tips and concrete strategies on how to succeed in the course, which may include external tools and campus resources to support students' development of skills and knowledge in the course

Selected Results: Omitted

Conclusions: Reflecting back, looking forward

- **Data sources:** Limitations and opportunities for future
- **Data sharing:** Interpreting data and translating into practice

Thank you!

What questions do you have?



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Access handout with syllabus excerpt at https://bit.ly/IE-Teach_Handout

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